Cunningham Hill Infant School Curriculum Coverage - Year 2

Year 2	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
TOPIC	Nosey	Off We Go!	What's Underneath?	That's life!	Go Wild!	Fire and Ice
Books	Goldilocks and the three bears Jim and the Beanstallk	The Journey Home Held Up Trees	The Bear Under the Stairs The Minpins	Tadpole's Promise If All The World Were…	Wolves The Dragon Machine	The Great Fire of London Rosie Revere, Engineer
English	Writing Focus: Wanted posters, predictions, identifying and creating of rhyming words. Role play to identify with characters emotions and writing in role, story writing, letter writing and sequels	Writing Focus: 'Wanted' posters, questioning, writing in role, speech bubbles, inferring characters perspectives and recording, narrative writing, persuasive writing, predictions, comparisons, newspapers	Writing Focus: sentence types, homophones, punctuation and conjunctions, noun phrases, suffixes, word types, past and present tense, retelling events, letter writing in role, story writing, reports, inferring, descriptions and adventure narrative	Writing Focus: simple explanations, speech bubbles, setting descriptions, thought bubbles, extended explanations, own-version narrative and explanation text, diary entry, possessive apostrophe, expanded noun phrases, poetic language, poem writing	Writing Focus: : captions, information writing, character descriptions and comparisons, glossary writing, leaflet dragon guide, letters of advice, explanation, shopping list, description and story writing	Writing Focus: Non- fiction, a guide to London buildings (non-chronological report), warning posters, writing in role, diary entry in role, explanation, writing in role, reports, adverts, leaflet of a local landmark
Maths	Securing fluency to 20. Place value: making tens and some more,	Finding complements of 10 and 100 including measures. Add and subtract	Statistics: block graphs, pictograms, tables and tally charts.	Double and halve one and two digit numbers and amounts of money.	Fractions: halves, quarters, thirds three quarters of amounts and shapes.	Names and properties of 2d and 3d shapes, classifying and sorting.

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	regrouping two digit numbers. Counting on and back in ones and tens from any given number. Representing, ordering and comparing numbers to 100 and quantities for measures. Estimation and magnitude. Addition and subtraction with numbers to 20.	mentally using 1 and 2 digit numbers. Finding part or whole unknown. Money making combinations and giving change. Comparison. Measures: estimation and using different scales.	Written methods for addition and subtraction. Commutativity. Problem solving with addition and subtraction in a range of contexts. Time: o' lock, half past, quarter past and to, estimating, ordering and comparing time.	Times tables: 2s, 5s and 10s, pattern and strategy (counting in 3s) Multiplication: multiples and repeated addition, number of groups, group size and product. Problem solving with multiplication. Division: sharing and grouping problems including remainders.	Equivalence and continuous quantities of fractions. Telling the time to the nearest 5 minutes. Problem solving for all operations including fractions.	Symmetry. Mental calculation review. Geometry: sequencing, rotation and right angles. Place value and written calculation review.
Science	<u>Animals Including Humans</u> Explore and compare the differences between things that are living, dead and things that have never been alive. Notice that animals, including humans, have off-spring which grows into adults. Describe the importance for	<u>Animals Including Humans</u> Explore and compare the differences between things that are living, dead and things that have never been alive. Notice that animals, including humans, have off-spring which grows into adults. Describe the importance for	<u>Materials</u> Identify and compare the uses of a variety of everyday materials including: wood, metal, plastic, glass, brick, rock, paper and cardboard. Find out how the shapes of solid objects made from some materials can be changed by squashing,	<u>Materials</u> Identify and compare the uses of a variety of everyday materials including: wood, metal, plastic, glass, brick, rock, paper and cardboard. Find out how the shapes of solid objects made from some materials can be changed by squashing,	<u>Habitats</u> Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other. Name a variety of plants and animals in their habitats,	<u>Plants</u> Find and describe how plants need water, light and a suitable temperature to grow and stay healthy. Planting seeds. Working scientifically.

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	humans in exercise, eating the right amount of different types of food and hygiene. Working scientifically.	humans in exercise, eating the right amount of different types of food and hygiene. Working scientifically.	bending, twisting and stretching. Working scientifically by observing and investigating.	bending, twisting and stretching. Working scientifically by observing and investigating.	including micro-habitats. Describe how animals obtain their food from plants and other animals using the idea of a simple food chain and identify and name different sources of food. Working scientifically.	
History		<u>Famous People Nelson Mandela The Journey.</u> To use different resources/sources to research a famous person. To recognise why people acted in the way they did, why events happened and what happened as a result.		<u>St Albans Timelines</u> Recognise significant people and places in my own locality. Recognise why people acted in the way they did, why events happened and what happened as a result. Recognise significant events in my own locality. Discuss the reliability of photographs/accounts/stories.		<u>Great Fire of London</u> To recognise why people acted in the way they did, why events happened and what happened as a result. TO identify similarities and differences between ways of like at different times. TO compare two versions of a past event. To compare pictures/photos of people or events in the past.

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				Compare pictures or photographs of people or events in the past.		To discuss the reliability of photo's/accounts/ stories To use artefacts to learn about the past. To answer questions about the past based on simple observations.
Geography	<u>Continents</u> <u>Countries</u> <u>Capital Cities</u> <u>Using Atlases</u> Use basic geographical vocabulary to refer to key features of places. Recap the name and location the 4 countries of the United Kingdom. Recap the characteristics of the 4 countries of the UK. Name capital cities within the UK. Name, locate and identify characteristics of the seas		<u>Local Environment and compare to a non-European environment</u> Use basic geographical vocabulary to refer to key features of places. Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European To compare places at a local		<u>Improving the School Community</u> Use basic geographical vocabulary to refer to key features of places. To recognise and describe simple patterns in the environment (eg the variations in traffic during the day). Devise and use simple maps and use and construct basic symbols on a key (paper and digital) Use simple fieldwork and observational skills to study the	

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	surrounding the UK. Name and locate all of the world's 7 continents and 5 oceans. To describe some differences between places near the equator and at the poles. To identify hot & cold areas of the world (using globes and atlases) in relation to the Equator & North & South Poles. Use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans studied at this key stage. Use simple compass directions (North, East, South and West) and locational language. Use directional language near, far,		scale (eg where I live and another place at a similar scale in a non-European country).		geography of the school and its surrounding area. Collect data. Describe and compare places. To use aerial images to help me describe what a place is like and locate key features.	

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	left and right to describe location of features and routes on a map.					
Art	**Drawing** Mark making using different pressure and grip. Drawing for different purposes sketches to explore ideas, observational drawing, drawing from memory. Take inspiration from the world around them		**Painting** To name and mix primary colours to make secondary colours. To use different brush strokes to express ideas. To experiment with abstract painting To talk about their thoughts when looking at artworks		**Architecture** To know that architects design buildings and structures. To express ideas. To create a 3D model from recycled materials. **Printing** To design and print using a 'plate'.	
D&T		**Cooking & nutrition** Begin to learn the importance of a healthy diet. Investigate the information on food labels. Design and make a healthy wrap Learn knife skills using a bridge or claw grip. To explore and evaluate their products against design criteria.		**Textiles** To research by investigating existing products. Create a template. Pin and cut fabric with increasing accuracy. Join materials using running stitch Use simple finishing techniques to improve the appearance of a product		**Mechanisms** Design a moving vehicle. Investigate wheels axles, axle holders and wheels. Measure, mark out, cut and shape a range of materials. Assemble, join and combine materials and components. Test, evaluate and improve their product.

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		.		Evaluate their finished product		
Music	**Singing**: Themes: Harvest, Goldilocks, Explorers **Composing**: Class friendship rap, using graphic scores for Firework patterns **Playing**: Instrument making, using a range of untuned/body percussion to explore pulse and rhythm **Listening**: Discussing what we hear in small groups using year 2 musical words		**Singing**: Part singing(rounds) Themes: Habitats, life cycles, non UK country **Composing**: Creating and improving drumming patterns **Playing**: Djembe Drums. Following and leading conductor signs to explore duration and dynamics **Listening**: Improve using year 2 musical words, identifying differences		**Singing**: Part signing (partner songs) Themes: Dragons, Fire of London, Plants **Composing**: Fire of London Soundscapes using graphic notation and music technology **Playing**: Chime Bars - exploring pitch, following simple notation/conductor signs **Listening**: Explaining what we hear using art and target musical words	
RE	**Expressing religious meaning** Using photos and religious artefacts and identifying their importance Places of worship **Muslim Prayer** How and why do Muslims pray? Prayer mats and holy places	**Festivals including Christmas** How do festivals bring people together? What are the ingredients of a festival? Why does Christmas matter to Christians? Christmas Story	**Different Ways of Giving Thanks** Faith visitor and sharing knowledge Visiting a place of worship i.e. St Albans Cathedral How do different religions say thank you to God? How do different religious people share actions when praying? **The Lord's Prayer** Why do Christians pray the Lord's prayer?	**Shabbat and Passover** Why is Shabbat special for Jewish families? How and why do people celebrate holy times? **The Easter Story** What is the good news that Jesus brings? The main Easter story events.	**Showing Care and Concern** Faith stories and moral guidance Justice and fairness through learning about a Christian charity. Exploration of rules and why these are needed individually or in organisations. **Whose community?** What makes us unique and how we can live together in harmony How do we know that people come from different religions?	**Big Questions** Who made the world and others big questions. Creation story in different religions i.e. who make the world?

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					Taking responsibility and learning how different religions do this.	
PSHE/ Jigsaw	Being Me in my World Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Celebrating Difference Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Dreams and Goals Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Healthy Me Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Relationships Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Changing Me Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Computing Project Evolve E-Safety	Effective Searching Purple Mash Programs – Browser 2Quiz Writing Templates Managing Online Information	Coding Purple Mash Main Programs – 2Code Self-image and Identity	Creating Pictures Purple Mash Programs – 2Paint A Picture Writing Templates Copyright and Ownership	Presenting Ideas Purple Mash Programs – 2Connect (Mind Map) 2Create a Story (ebook) 2Quiz Writing Templates Online Bullying	Spreadsheets Programs – 2Calculate Privacy and Security Health, Wellbeing and Lifestyle	Making Music Purple Mash Programs – 2Sequence Online Reputation Online Relationships

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PE	Gymnastics: Floor • explore a range of movement skills, including travelling, jumping and landing, rolling, climbing, transferring weight, balancing; • explore, practise and improve body management skills; • form simple sequences by linking movements; • progress from working individually to working in pairs and/or small groups -To evaluate their movements and the movements of others. -to discuss their own & others performance with simple vocabulary - to begin to identify the difference between own performance & that of others	Dance: Learning a Routine • use different parts of the body to explore personal and general space and to move using simple actions; • listen to, and move in response to, different stimuli and accompaniments; • move in a controlled manner, at different speeds and in different directions, using different levels in space, (high, low), and different strengths (heavy, light); • perform simple steps and movements to given rhythms and musical phrases; • create, practise, remember and perform simple movement sequences; • develop their movements progressively	Gymnastics: Apparatus Gymnastics: Floor • explore a range of movement skills, including travelling, jumping and landing, rolling, climbing, transferring weight, balancing; • explore, practise and improve body management skills; • form simple sequences by linking movements; • progress from working individually to working in pairs and/or small groups -To evaluate their movements and the movements of others. -to discuss their own & others performance with simple vocabulary - to begin to identify the difference	Dance: Creating and Performing a Routine • use different parts of the body to explore personal and general space and to move using simple actions; • listen to, and move in response to, different stimuli and accompaniments; • move in a controlled manner, at different speeds and in different directions, using different levels in space, (high, low), and different strengths (heavy, light); • perform simple steps and movements to given rhythms and musical phrases; • create, practise, remember and perform simple movement sequences;	Athletics: Skills -to begin to learn, understand and develop the core skills of running, jumping and throwing individually and in a co-operative context, using a variety of equipment; • practise simple running techniques in a variety of fun activities; • practise jumping and throwing activities, initially from a stationary position progressing to a controlled run-up; • measure performance in simple athletic activities. -to discuss their own & others performance with simple vocabulary - to begin to identify the difference between own performance & that of others	Athletics: Competition Games -to begin to learn, understand and develop the core skills of running, jumping and throwing individually and in a co-operative context, using a variety of equipment; • practise simple running techniques in a variety of fun activities; • practise jumping and throwing activities, initially from a stationary position progressing to a controlled run-up; • measure performance in simple athletic activities. -to discuss their own & others performance with simple vocabulary - to begin to identify the difference between own

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	<u>Games: Running and Strategy</u> • practise and develop the skills using a variety of equipment; • develop the skills relevant to games, including running, stopping, and skipping; • make use of space to outwit an opponent; • take part in simple games involving individual and co-operative play. -to discuss their own & others performance with simple vocabulary - to begin to identify the difference between own performance & that of others	individually and in pairs. <u>Games: Kicking and Jumping</u> • practise and develop the kicking through a range of activities and using a variety of equipment; • develop the skills relevant to games, including running, stopping, jumping and skipping; • make use of space to outwit an opponent; • take part in simple games involving individual and co-operative play. -to discuss their own & others performance with simple vocabulary - to begin to identify the difference between own performance & that of others	between own performance & that of others <u>Games: Fitness</u> <u>-</u>understand about exercising, safety & short term effects of exercise -to understand the need for warm up & cool down, and also what is happening to their body during exercise -to recognise a change in temperature & heart rate during exercise -to understand the need for warm up & cool down	• develop their movements progressively individually and in pairs. -to discuss their own & others performance with simple vocabulary - to begin to identify the difference between own performance & that of others <u>Games: Throwing and Catching</u> <u>-</u>practise and develop the skills of handling, hitting and kicking through a range of activities and using a variety of equipment; • develop the skills relevant to games, including running, stopping, jumping and skipping; • make use of space to outwit an opponent; • take part in simple games	<u>Games: Consolidation of Skills</u> practise and develop the skills of handling, hitting and kicking through a range of activities and using a variety of equipment; • develop the skills relevant to games, including running, stopping, jumping and skipping; • make use of space to outwit an opponent; • take part in simple games involving individual and co-operative play. -to discuss their own & others performance with simple vocabulary - to begin to identify the difference between own performance & that of others	performance & that of others <u>Games: Consolidation of Skills</u> practise and develop the skills of handling, hitting and kicking through a range of activities and using a variety of equipment; • develop the skills relevant to games, including running, stopping, jumping and skipping; • make use of space to outwit an opponent; • take part in simple games involving individual and co-operative play. -to discuss their own & others performance with simple vocabulary - to begin to identify the difference between own performance & that of others

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				involving individual and co-operative play. -to discuss their own & others performance with simple vocabulary - to begin to identify the difference between own performance & that of others		